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ABSTRACT

This paper describes a project undertaken to legitimize the role of affective education in the development of the "whole" child. The two major objectives of Project Self are: (1) to gain acceptance of the study of one's self as a legitimate subject matter for students and teachers so that self-study curriculum and techniques will be accepted as subject matter in the participating schools and; (2) to develop an affective-humanistic curriculum in self study. The major activities and methods used to accomplish these objectives are described. The results of the federal validation study of Project Self are presented. The latter study examined the goals and objectives of the project and determined the validity of its theoretical model and operational functioning. (SJL)

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INFORMATION AND PROJECT DESCRIPTION AND VALIDATION REPORT PROJECT SELF ROCKY HILL BOARD OF EDUCATION CHURCH STREET ROCKY HILL, CONNECTICUT

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PROJECT DESCRIPTION

A major theme of this century has been child study, and a major outcome of this study has been awareness of the role that emotions play in the life of a growing child.

Similarly, a growing awareness has occurred in education in the past five years. This new focus is on the affective domain in learning.

This awareness has produced much concern for healthy emotional growth in children. However, the implementation of this growth was, for the most part, left up to chance.

Within the last five years, the trend toward "humanizing" the school environment has increased with its present-day effects being felt in the development of curriculum in Affective Humanistic Education.

Affective refers to the feeling or emotional aspect of experience and learning, while cognitive learning refers to the activity of the mind. The integration of the affective and cognitive aspects of learning have also been referred to as confluent education.

Traditionally, schools have been basically cognitively oriented stressing the development of a child s academic skills and leaving emotional development and social interaction up to "normal growing up processes." However, research has documented that emotional development and the ability of one to negotiate his own emotions can be learned. Leaving the development of the affective domain up to chance has created a void which has revealed itself through social-emotional problems in children and adults. National statistics indicate that somewhere between 15% - 20% of this country's school population have social-emotional difficulties of varying degrees which don't just vanish with age but which continue into adulthood.

Affective education is a developmental approach instilling in children the social-emotional skills to cope with themselves and others, while at the same time, providing them with experiences which help them to be more confident, more self-reliant, and better able to clarify their values, more open to alternatives and more responsible for their own actions.

This project aims at legitimizing the role of affective education in the development of the "whole" child so that as much emphasis as is placed on the traditional academic subjects will be placed in helping children negotiate their own emotions and their interactions with others. It has long been realized that because education has left up to chance the development of children's emotions, we are now reaping the consecuences of this omission in the many forms of emotional and psychological illnesses.

The Town of Rocky Hill has a school system comprised of three elementary schools, a junior high and a high school. Presently, the school population is approximately 2,100. The elementary schools, staffed by 62 teachers, serve a population of 1135 students; the junior high, with its staff of 28 teachers, serves 350 students; and the high school, with a staff of 44 teachers, serves approximately 620 students.

The population of Rocky Hill has doubled in a 20-year period from 5,108 to a present level of 11,103.. The town covers an area of 13.7 square miles.

Explanation of the Project

Project Self aims at accomplishing two major objectives within its three year duration: 1) to gain acceptance of the study of one's self as a legitimate subject matter for students and teachers such that self-study curriculum and techniques will be accepted as subject matter in the participating schools. 2) to develop a affective-humanistic curriculum in self study.

This project is distintly different from other affective-humanistic education projects. It assumes that the legitimatization of self education and its many ramifications in the public schools is a complex problem requiring gradual yet major changes in the educational priorities which a community establishes for its students. Our project's means of facilitating these changes philosophically and organizationally has been to involve the services of an Organizational Development specialist to help the system explore its organizational structure, values and mode of operation and how these relate to the maximization of the human potential in both teachers and students. This intervention has been instituted on a part-time basis this year. However, already we can foresee the need to expand this service to almost full time status next year based on the feedback obtained from this year's initial activities.

Our major activities and methods in this project to accomplish the above objectives are the following:

Teacher-Inservice Training Workshops

The workshops consist of experiences designed to help teachers focus on their own personal growth and interpersonal learning as a foundation to understanding and using classroom strategies with children. The content of workshop training follows the following format.

1) Lecturette preview of the workshop focusing in on the history and rationale of affective-humanistic education in this country.

2) Transitional phase in which teachers have an opportunity to learn about group process by participation in activities designed to help them feel more comfortable with each other.

3) Experiential phase focusing in on the participants' personal and interpersonal development as they confront major group issues such as trust, acceptance, respect, self-disclosure, and responsibility for one's own behavior.

4) Concluding phase designed to help participants review both the affective and cognitive aspects of their workshop and their relationships to themselves and each other as well as help participants begin to bring to a closure the experiences they have had with one another. It is our plan to have evolved from this project our own internal trainers who when the project is terminated, will be trained and able to become trainers of other teachers on affective education. This will, in part, insure the continuity of this project.

The more specific methods for teachers, students and community incorporate the training techniques developed at the University of Massachusetts as well as other methodologies including Gestalt Awareness, Transactional Analysis, Teacher and Parent Effectiveness Training, Group Dynamics Training, Sensory Awareness Training and other techniques designed to facilitate self-actualization.

The teacher training began last year (school year 73-74) in September with a 15 week after-school workshop, each session of 2½ hour duration, followed by a similar 15 week workshop beginning in February 1974. In addition, two weekend workshops, beginning on Friday evening and terminating on Sunday afternoon were held for teachers along with one mini workshop of seven hours duration. This school year (74-75) we are still in the first 15 week after school workshop, again each session of 2½ hours duration and will continue with another 15 week after school workshop beginning in February 1975. Also, this year we again held a weekend workshop in January 1975. All of this training held in the Project Self Conference Center located in our Board of Education building, with the exception of the January 1975 weekend workshop is being held on an off-campus site.

Classroom Demonstrations and Implementation

An integral part of the project is the classroom demonstration of affective-humanistic strategies in order to prepare teachers to be able to implement these strategies on their own. Classroom observation of the teachers conducting classroom sessions is designed to provide useful feedback on teacher attitudes as well as their use of materials.

Curriculum Workshops

Workshops with teachers developing an elementary and secondary curriculum in affective-humanistic education are held regularly.

Action-Research

Action-research in the investigation of the development of self-knowledge in students and teachers and the concomitant development of an instrument to assess changes in levels of self-knowledge as a result of training is another major activity.

Community Workshops

The part of the project involving community participation in workshop training is, we believe, another innovative feature of the project. It is our contention that to expand affective education only in the classroom without, at the same time, providing the community in which the children reside with an appreciation as well as an opportunity to explore and develop their own personal growth and interpersonal relationships, would be incomplete.

As the workshop for teachers continues during the year, workshops opened up to community participation in affective education will also occur. The design of these workshops follows basically the design of the teacher workshops; namely

a) Introduction - History and Rationale of Affective Education

b) Introduction to group process through experiential learning

c) Experiential learning in personal and interpersonal areas of growth and development

Growing out of our community workshops last year has been the recognition of a wealth of resources in the community which could be considered as potential contributors to the overall goals of this project and which could serve as additional assurances that project activities in self education would continue after termination of federal support. Thus we have embarked this year on a training program to develop community paraprofessionals who might continue and intensify the community education component of our project.

The community workshops are held in the evenings throughout the entire school year.

Organizational Development Training

For a community to adopt only part of the project, it would be crucial that the initial component adopted concern itself with the organizational development issues in the system. After one year in our project attempting to incorporate an innovation into it, we became cognizant of the utmost need that a system first examine itself, its subsystems, its network of communications, its way of making decisions, solving problems and administering leadership as a prerequisite to considering change within itself. This examination and the subsequent changes which can potentially be brought about through this diagnostic intervention, begins to open the system, creating a more flexible self-renewing system willing to examine alternatives and to try on new ways of functioning. This further permits innovations in learning to occur on the teacher-pupil-classroom climate level wherein affective-humanistic education can then be introduced.

The Organizational Development Training with the administrators is being held during the school day usually during administrative staff meeting time.

The implementation of the affective-humanistic curriculum, as far as it is developed at this point in the project, occurs in a 30 minute span of time which teachers have allocated to them each day for this purpose.

Our preliminary work with children using some of the newly developed, yet not completely refined, affective strategies has been very encouraging. Children eagerly look forward to the days when the affective activities are planned. We have found the elementary grade school children and to some extent

junior high students are more favorably inclined toward the activities, whereas, with high school students a longer period of time is needed in building up the trust essential to their motivation to explore themselves and their relationships with their peers.

We found that despite the fact that Rocky Hill is a rather conservative community, the project, with its many ramifications for change, has encountered no resistance from citizens in the community. In fact, our community programs are well received with people sincerely interested in self development and in better interpersonal relationships.

Exportability -
The adoption of the project by other school districts.

Step #1
The securing of a full understanding of the field of affective-humanistic education and organizational development with its many implications for organizational revaluation and renewal. This can be acquired through readings of the field.

Step #2
Consultation with a specialist in the affective-humanistic-organizational development areas to help assess where the particular school system is at in terms of its readiness to accept such a broad intervention. This is akin to a system and subsystem diagnosis to help determine the point of entry which is most likely to yield the least resistance.

Step #3
The development of an on going training session with the administration staff in organizational development in order to help them explore their present organizational structure and its ability to effectively assimilate the change and innovation brought on by the project. This is a crucial factor since the particular innovation will surely die a quick death unless organizational restructuring has occurred. This would permit the shift in the hierarchy of priorities which determines the philosophical and operational climate of the system. This is also a crucial stage since ownership in the innovation or change must be felt by the administrative staff in order to insure project support, continuity and integration into the main stream of the school system. This step requires little in the way of expenses for materials except for the cost of the organizational development consultant.

Step #4
Initiation of an ongoing workshop training group with those teachers and other staff members identified in #2. It is absolutely essential that this be a voluntary group. The workshop training would involve the design of experiences aimed at facilitating the participants' personal psychological growth. Its direction is in stimulating self knowledge development, sensitivity to others and actualization of one's potential. This step requires little in the way of expenses for materials, etc. except for the costs of the trainer of the group.

This workshop should be an ongoing one either meeting weekly after school or once a month on weekends, or once a week with release time from regular school duties. Whichever is selected, it is essential that continuity and contact be maintained within the group in order to insure maximum opportunity for growth. At least one semester of this type of personal growth experience is required in order for participants to come to a better understanding of themselves and others.

Step #5
Following this personal growth experience, this same group can begin the next semester, under the same time schedule as in the first semester, to examine and experiment with the self knowledge curriculum to use in the classroom. This phase would include the examination of materials such as the University of Massachusetts curriculum in Affective Humanistic Education, The Human Development Program, Pflaum Dimensions of Personality Program, Duso Kits for Emotional Development.

These curriculum activities are not only examined but also tried on by the participants as they attempt to see how students might feel experiencing them.

Step #6
The system should then employ teacher-consultants to be available to those teachers who have participated in the ongoing training cited in #3 and #4. These consultants would demonstrate in the classroom these curriculum activities which teachers experienced in their own training workshops. Teachers would then be invited to conduct these activities under the observation of the consultant. Finally, teachers would be implementing these curriculum activities on their own with, however, the teacher-consultants available to them as needed. Also, it is very important that ongoing teacher meetings continue with the original group established in #3, so that the teachers may then check with one another to see what experiences are similar and what are different in each other's classrooms as they continue to implement this new curriculum. Also, these meetings, although not necessarily of the same intensity and duration as in #3, provide a very important base of support for these teachers.

Step #7
At some point during the initial teacher training phase, attempts at community involvement must occur. In order for the community, especially parents, to understand and support such an innovation, it is advisable to conduct workshops for them in self development and interpersonal development. Initial introductory sessions should be held explaining the dimensions of the project followed by a large number of evening mini-workshops covering a wide variety of topics in self and interpersonal development. This should occur for at least two full years. Then the gradual training of selected community members as paraprofessionals to continue this community education phase of the project should follow. It is also advisable to create a community advisory board whose function would be to serve as a liason between school and community in informing and reflecting the needs of all concerned to the school board, in the area of affective humanistic education for students and adults.

Step #8
Out of the teacher-training workshops should appear the development of teachers able to train other teachers in the techniques which they learned in affective-humanistic education. Thus, a strong effort should take place in which selected teachers become skilled and competent to train other teachers as they become interested. This will also insure, as in the community phase, the continuity of training after project money has stopped. It should be kept in mind that although these teachers may become competent to teach other teachers about the new curriculum activities, the experiences in personal growth training for these new teachers must be conducted by trainers who possess the back ground, competency and sensitivity in one of the behavioral sciences of social work, psychiatry, psychology or organizational development.

Step #9
The ongoing training sessions for administrators in organization and development should after, at least two years of group training, move in the direction of employment of an organizational development specialist in order to insure

continual organizational renewal. This would permit any new change or innovation to be assimilated easily into the system as the need for it appears. Another option would be for the system to train one of its own staff persons to become an internal organizational consultant. In either case continued organizational introspection is needed in order for the system to maintain itself as an open system conducive to humanistic functioning.

RATIONALE FOR THIS PROJECT IN ROCKY HILL

Traditionally, schools have been basically cognitively oriented, stressing the development of a child's academic skills and leaving emotional development and the learning of skills for social interaction up to "normal growing up processes". However, research has documented that emotional development and, more specifically, the ability of one to negotiate his own emotions can be learned. Leaving the development of the affective domain up to chance has created a void which has revealed itself through social-emotional problems in children and adults. National statistics indicate that somewhere between 15% and 20% of this country's school population have social-emotional difficulties of varying degrees which manifest themselves even into adulthood.

Many sources were drawn upon in determining the needs of the area, including the annual report of the Superintendent, the CDAP report compiled in 1972, and the experiences and observations of administrators, pupil personnel services, and teachers. Many expressed and observed needs related to the social-emotional aspects of a child's life. Failure to meet these needs has resulted in problems for both teachers and children. It is our contention that most problems are best handled in the classroom, but that teachers feel they lack the necessary skills and tools to facilitate affective learning in children. Providing teachers with these necessary skills can help create a climate in which, not only are they able to cope with existing problems, but wherein they can provide children with learning about themselves and others.

Throughout the years, psychiatry, child guidance clinics and schools have failed to come up with a workable model for a preventive mental health program. It has been documented that the major emotional needs of children as they grow up and develop are not met in public school. This is so because, historically, preventive mental health models in schools have fallen woefully by the wayside as the orientation of these models continued to be surrounded with a clinical aura, that is, mental health defined as an absence of illness. Also, present day research findings on the importance of the self concept in the overall development of the child has created an awareness of the need for research and development of curriculum designed to teach affective learning to children. The rational underlying the inclusion of the affective domain in public school teaching relates to the assumption that if it is legitimate to formally teach children how to read, write and do mathematics, then it is equally as legitimate to formally teach children about emotions and feelings in themselves and in relation to others.

We believe then that the affective-humanistic education model provides the framework from which can be derived an effective learning experience for students and teachers in their own self development and also in their own interpersonal development.

Teachers in our project range from kindergarten level to high school level with teaching experience ranging from first year of teaching to fifteen and more years of teaching. There are sixty-two elementary teachers, twenty-eight junior high teachers, and forty-four high school teachers. Rocky Hill is an almost exclusively white middle-class suburb. Participants in the community workshops have been predominantly women, especially mothers, ranging in age from twenty-five to sixty. The student target population consists of 1,135 students, the junior high population of 350 students, the high school population of 620 students.

Special physical facilities are not essential to the success of this project. Open attitudes, strong motivation and willingness to risk and change are, however very essential. Thus, the school administration, including the Board of

Education, necessarily must be actively supportive of project goals and actively attempt to help facilitate the reaching of those goals. Otherwise, the project can be seen as a temporary excursion for a few people which will end when the money dries up. Project participants from the teaching staff must be recruited on a voluntary basis. Any feeling that membership in the project is mandated would quickly have deleterious effects. It is also necessary that as the project is being developed representatives from all levels of the educational staff be present so that some semblance of ownership in the project goals can be experienced.

Since this project deals with attitudes, especially with attitudes of change, and since its major target is the student population, it is absolutely essential that community involvement take place. Our offering to the community of workshop training in self education, as well as the initiation of a para-professional training program and a community advisory board, has provided us with the understanding and support we needed from the community to carry out the project successfully.

The major activities critical to the success of the project are as follows:

a) Organizational development training with administrative staff to help them diagnose system needs and degrees of system openness, and also to provide them with new alternatives for problem solving, conflict resolution, decision making, and leadership style. This organizational renewal sets the stage for the implementation of the project activities as well as any future innovation or change.

b) Teacher training in their own personal growth learning. In order to teach about feelings and alternative behaviors, teachers discovered that they themselves needed to explore their own feelings and behaviors prior to attempting to facilitate awareness and growth in students. Thus our teacher training models have focused primarily on helping teachers learn about themselves and their relationships with others prior to their classroom implementation of the affective-humanistic curriculum.

c) Community training in personal growth experiences, self-knowledge development and interpersonal development. This is a critical activity not only because it provides visibility of our project to the community, but since the project's underlying theme deals with attitudes, we felt it was important that similar attitudes encouraging personal growth and development be fostered, not only in teachers, but also in students and their parents. This thereby creates a system in which reinforcement, encouragement and mutual support can occur.

Essential Materials:

a) University of Massachusetts, Humanistic Education Center, Ford Foundation Curriculum in Affective Humanistic Education, Amherst, Massachusetts $12.00

b) Human Development Program
Human Development Training Institute
4455 Twin Avenue, Suite H
San Diego, California 92120
Theory Manual)
Idea Guide) $17.00 per teacher
Curriculum)
*graded - Kindergarten through 6th grade

c) Self Awareness through Group Dynamics - Techniques for Personal Growth of High School Students by Richard Reichert $2.00
Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

d) A Teaching Program in Human Behavior and Mental Health
by Ralph Ojemann and Shirley Kremenak Educational Research Council, Cleveland, Ohio
$5.00 per manual of curriculum activities-kindergarten through grade 7

e) Developing Understanding of Self and Others - A manual of curriculum activities in kit form.* by Don Kinkmeyer Ph.D. published by American Guidance Service, Publisher's Building, Circle Pines, Minnesota 55014
Early elementary level $100.
Intermediate elementary level $100.
*Enough units to conduct this program every day of the school year.

f) Dimensions of Personality
by Walter Limbacher, Ph.D.
Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402
Teachers manual and workbooks for students. For a class of 25 students the cost is about $50.00. For grades 1-6.

g) First Things: Sound filmstrips for primary years in helping children grow in understanding themselves and others as individuals and as members of groups.
$20.00 for each filmstrip series - 5 series available covering different topics.
Guidance Associates
Pleasantville, New York

h) First Things: Values - A strategy for teaching values. A filmstrip program designed to help children develop their ability to reason more adequately about moral problems.
Guidance Associates
Pleasantville, New York
$20.00 for each filmstrip series. 5 series available covering different topics.

i) Building commitment to a deliberate process of change and growth: a psychological education course for public schools (junior and senior high) by Bruce Irons, Wayne Kassar, and Steve Myers, Santa Clara County, California
Available from Humanistic Education Center
University of Massachusetts
Amherst, Massachusetts $3.00

j) The Johari Window - A Model of Interpersonal Processes
Management Version
Teleometics Int'l
Suite 4-A, 2210 North Frazier
Conroe, Texas 77301
For organizational development training program $70.00

k) Teaching Achievement Motivation
by Alschuler, Tabor and McIntyre

A basic introduction to affective education specifically related to three basic motives of power, achievement and affiliation.
One classroom set (for 25 students) costs $15.00.
Education Ventures, Inc.
209 Court Street
Middletown, Connecticut 06457

l) Models for Management
Feedback Instruments on organizational development issues - special review packet for all instruments $40.00
Teleometrics Int'l
2210 North Frazier
Conroe, Texas 77301

m) A Humanistic Psychology of Education
Richard Schmuck and Patricia Schmuch
Palo Alto, California : National Press Books, 1974 cost $5.00

n) Organization Development in Schools
Richard Schmuck and Matt Miles
Palo Alto, California: National Press Books, 1971 cost $9.00

o) Learning to Feel, Feeling to Learn
Harold Lyon
Columbus, Ohio: Charles E. Merrill, 1971 Cost $4.00

p) Human Teaching for Human Learning
George Isaac Brown
New York: Viking Press, 1971 Cost $5.00

q) Values and Teaching
Raths, Harmin and Simon
Columbus, Ohio: Charles E. Merrill, 1966
Cost $5.00

r) Born to Win
James and Jongeward
Reading, Mass: Addison-Wesley, 1971

Personnel:

a) Project Director (1) with training in group dynamics, organizational development, human relations training, humanistic-affective education and especially should have undergone intensive experiences in personal growth workshop training. Also, Some administrative background is important.

b) Organizational Development Specialist (1) with training in the applied behavioral sciences, especially in organizational diagnosis of a school system and its accompanying organizational interventions needed to affect change; group dynamics and human relations training; some experience with humanistic-affective education curriculum and intensive experiences in own personal growth workshop training.

c) Classroom Consultants and Workshop Trainers (at least 2) to conduct demonstrations of affective curriculum in classroom and also to run teacher and community workshop training programs. Should have training and experience in group dynamics, human relations, humanistic psychology and education,,and a

variety of training techniques such as Gestalt, Transactional Analysis, Psychosynthesis, sensory awareness, Values Clarification and Communication Skills. Must have undergone some intensive personal growth experiences in workshop training.

d) Project Secretary (1) to handle normal secretarial duties and also to assist Project Director in an executive secretarial role. Must like self and people.

No special problems have been encountered to date. The voluntary nature of the project has minimized any significant antagonisms to change. On the other hand, the same voluntary aspect of the project has meant that the virtue of patience has had to be practiced by our project staff. Teachers wait to see what other teachers report as a result of training before deciding whether to volunteer. Administrators had to see first hand how organizational development intervention could assist them in their everyday operations, rather than being convinced by reading about its value.

The community had to experience workshop training in a wide variety of areas so that it could pick and choose the programs suited best for itself. Initially we had attempted an ongoing workshop for the community in one area of development, asking the participants to commit, for instance, 10 weeks,one evening a week, to this training. This we found too difficult for the citizens to respond to, so that this year our community workshops cover different topics on different nights during the month with participants able to come to any one or all of them.

Finally, we had anticipated at the start that the evaluation of project activities would be a most difficult task for us. Because of the nature of the project content, namely, attitude changes, at a level beneath those changes that could be observed in static traits, we were fully aware that a more substantive method for assessing changes in the development of self knowledge had to be found. Fortunately for us, a prior affiliation with the University of Massachusetts, Humanistic Education Center continued into the project period. Throughout this affiliation, we have worked closely with the center as it has developed a theory and assessment instrument for self knowledge. Thus our attempts during the first year to measure growth in development could not be considered adequate since there existed no instruments that measure changes of development in self knowledge. The data from the comprehensive evaluation this year of project and non-project teachers which we have just completed in our school system to whom the children's version of this self knowledge test has also been given will (in conjunction with the collection of similar data from other school systems) provide for us an equally valid and reliable tool for measuring self knowledge development in children as well as adults. More importantly, the theoretical foundation upon which this test rests, will provide for us the framework for evaluating appropriate curriculum experiences in affective education for children at different stages of their development.

VALIDATION OF PROJECT SELF

Last spring (1975), Project Self participated in a federal validation study. The purpose of this study was to examine the goals and objectives of this program and determine the validity of its theoretical model and operational functioning. Having successfully passed this validation study, Project Self then was authorized by the Connecticut State Department of Education as a model training program for other school systems in Connecticut in Affective-Humanistic Education.

The following statements were made by the Validation Team regarding our program:

1. The program has developed a unique and comprehensive system for bringing about teacher and community support for affective curriculum utilizing a variety of techniques such as community workshops, dissemination newsletters and organizational development processes.

2. The program has succeeded in institutionalizing the affective curriculum with a definite thirty minute "affective period" in the three elementary schools and with a "confluent approach," whereby affective techniques are integrated with regular content instruction, in the junior and senior high schools.

3. There has been positive spin off, especially of the community and parent workshops, to non Title III activities--such as Title I parent committees, HUD planning grants, etc.

4. The program is operationally implementing a number of theoretical concepts, such as the Trumpet Model for Affective Education, which needs to be tested in the concrete school setting.

5. The Organizational Development approach, especially as it is used with the management team to identify obstacles to change, is particularly notable.

6. Teaching teachers and ancillary personnel to utilize affective techniques could lead to a preventative model for working with "disaffected children," as is being done in the 7th grade pilot component.

7. At a time when the emphasis seems to be on basic skills in curricula across the nation, Project Self is an exemplary reminder of the need for continued work in the affective and humanistic areas.